

Special Education Director's Manual

Arizona's Instrument to Measure Standards Alternate (AIMS A) 2009

Director's Name

Arizona Department of Education
Exceptional Student Services Bin #24
Alternate Assessment
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-8239
Email: AlternateAssessment@azed.gov



Arizona Department of Education
Tom Horne, Superintendant of Public Instruction

Table of Contents

Introduction	1
Responsibilities of the Special Education Director	2
Arrangements Prior to Test Administration	3
Test Administration	3
AIMS A Test Administration Timeline	3
Student Eligibility Requirements	4
Tuitioned-Out Students	4
Student Demographic Information	4
Adaptations and Instructional Strategies	5
Overview of 2009 AIMS A Test	6
Required Test Materials	6
Test Administration Security Procedures	7
AIMS A Test Security Agreement	7
AIMS A Contact Information	9

Introduction

Arizona's Instrument to Measure Standards Alternate (AIMS A), administered by the Arizona Department of Education (ADE), measures what students know and are able to do in the content areas of mathematics, reading, and science as presented in the *Arizona Alternate Academic Standards*. Students will receive test reports with specific information detailing their progress toward meeting the standards. Schools will receive test reports with information on students' progress that can be used to identify strengths and focus on weaknesses in their curriculum and instructional strategies.

Each District or Charter Special Education Director is responsible for overseeing testing for all schools within the district or for all schools under the same charter. This *Special Education Director's Manual* provides the instructions for the proper handling of test materials before, during, and after test administration. To ensure the correct administration of AIMS A, Special Education Directors must also refer to and use the *AIMS A Test Administration Directions*.

The AIMS A manuals are available on the ADE Assessment Web page:

<http://www.ade.state.az.us/ess/SpecialProjects/aims-a/>.

Responsibilities of the Special Education Director

The District or Charter Special Education Director assumes ultimate responsibility for the correct administration of testing throughout the district or charter. This includes organizing and implementing the preparation necessary to conduct testing in schools.

Responsibilities of the Special Education Director include:

Before Testing

- ☐ attending a pretest workshop;
- ☐ submitting updated password request forms;
- ☐ obtaining signed copies of the AIMS A Test Security Agreement;
- ☐ communicating the schedule to Test Administrators;
- ☐ providing training to Test Administrators on testing procedures;
- ☐ working with Test Administrators to select appropriate classrooms or other sites within the school where testing will take place;
- ☐ following up on questions from Test Administrators by contacting the Arizona Department of Education;
- ☐ inventorying test materials;
- ☐ implementing and maintaining security procedures within the district/charter operator and school(s);
- ☐ communicating security procedures and responsibilities to Test Administrators;
- ☐ ensuring the proper student information is inputted into SAIS.

During Testing

- ☐ monitoring assessment administration;
- ☐ monitoring student progress;
- ☐ ensuring all testing materials are secure when not testing;
- ☐ ensuring all deadlines are met.

After Testing

- ☐ securing test materials, including manipulatives and data sheets;
- ☐ reporting any testing incidents to the Arizona Department of Education AIMS A Test Coordinators;
- ☐ completing final verification/closeout procedures;
- ☐ printing all reports before the system closes.

Arrangements Prior to Test Administration

The Special Education Director is responsible for assigning Test Administrators. Test Administrators **must** be employees of the school and must attend training in the correct procedures for administering the tests and handling the test materials. Any school staff working with students taking the AIMS A must also be trained in the handling of test materials and test security.

Test Administration

AIMS A must be administered as directed in the *AIMS A Test Administration Directions*. Special Education Directors must review both the *AIMS A Test Administration Directions* and the *AIMS A Special Education Director's Manual* in advance of administering the test and in advance of training School Test Administrators. What follows is a summary of the information included in the *AIMS A Test Administration Directions*.

AIMS A Test Administration Timeline

AIMS A must be administered during the dates shown below. It is the responsibility of the Special Education Director to communicate this schedule to the appropriate schools and district personnel, including Test Administrators, and to the students and parents/guardians. Please make sure you are aware of all deadlines. Any changes will be sent out via *listserv* and posted on the ADE website.

Event	Timeframe
Complete Password Request Form	November
Submit Tuitioned-Out Student Form	December
Submit Multiple Choice Reset Form	December
Complete Student Verification	January 7 th – 31 st
Conduct Test Administration	February 15 th – March 31 st
Submit Final Data Submission/Closeout	April 1 st – 30 th
Print Student Reports	Please check <i>listserv</i> during May for dates.

Please note all dates are subject to change. Notification will be sent via *listserv* and posted on the ADE website at <http://www.ade.state.az.us/ess/SpecialProjects/aims-a/>.

Student Eligibility Requirements

In order to be considered for alternate assessments, students must meet **all** of the following criteria:

1. Evidence of a Significant Cognitive Disability: Empirical evidence (formal testing results, multidisciplinary evaluation team results, etc.) of a significant cognitive disability that prevents the acquisition of the Arizona Academic Standards. The student must meet the definition of **Significant Cognitive Disability** (SCD). See information at <http://www.ade.state.az.us/ess/SpecialProjects/aims-a/>.
2. Intensity of Instruction: It is extremely difficult for the student to acquire, maintain, generalize, and apply academic skills across environments even with extensive/intensive, pervasive, frequent, and individualized instruction in multiple settings.
3. Curricular Outcomes: The goals and objectives in the student's IEP focus on enrolled grade-level Alternate Arizona Academic Standards (www.ade.az.gov/standards, click on AIMS A).

Tuitioned-Out Students

If a student is attending a school outside of his/her district of residence (DOR), the DOR must complete the Tuitioned-Out Student Form located on the ADE website, <http://www.ade.state.az.us/ess/SpecialProjects/aims-a/>. Once the form has been completed and submitted, the District of Attendance (DOA) will then be responsible for testing the student and submitting the results to the ADE. The DOR will be responsible for verifying the data and ensuring the student results are assigned to the sending school within the DOR prior to completing their final verification and closeout.

Student Demographic Information

Special Education Directors are responsible for training Test Administrators in the correct use of all student information fields in the AIMS A online system found in Common Logon. Student identification includes the following.

- SAIS ID
- Date of Birth
- Gender
- Enrollment History
- Disability Category
- Document Adaptations used during the assessment

Please ensure that all information is correct in SAIS prior to entering the student into Common Logon.

Adaptations and Instructional Strategies

Some students taking the general assessment (AIMS) are allowed accommodations. Accommodations are specific practices and procedures that provide students with equitable access during instruction and assessment. Students with a Significant Cognitive Disability (SCD) require much more intensive instructional support which is provided through instructional adaptations. Significant adaptations and best practice strategies are necessary to develop an instructional environment to meet the unique abilities of students with a SCD. Instructional adaptation strategies, like accommodations, should be implemented during daily instruction. Only those adaptations and instructional strategies used consistently during instructional activities should be made available to the students with a SCD being assessed on AIMS A.

Any instructional adaptations or strategies can be used to support the student with a SCD as long as the student indicates the response choice. The following are suggested adaptations and instructional strategies; however, this is not an exhaustive list.

Instruction and Testing Adaptations		Instructional Strategies
Test session can spread across multiple days	Symbolic/Picture system	Visual/verbal/physical cues
Read passages or any test item/describe graphics	Use of picture/object system	Hand over hand assistance
Adaptive calculators	Use of a switch	Models/Sample
Number line	Line drawings	Use of manipulative, cubes, blocks, etc.
Modified text	Magnifier	Highlight or mark key phrases, words or letters.
Alphabet line	Graph paper	Practice testing format
Small group or one on one testing	Use of objects	Sign Language

Overview of 2009 AIMS A Test

The expectation of the Arizona Department of Education is to develop fair and reasonable assessments for all students. Special education leaders, assessment experts, and other professionals in the special education field provided input related to potential enhancements for the AIMS A. As a result, the 2009 AIMS A will have the following features.

- Three item types in each content area of mathematics, reading, and science.
 - Multiple Choice Items – Online test items.
 - Performance Tasks – Standardized constructed response items which are scored on standardized data sheets. Each score point has specified responses.
 - Rater Items – Constructed response items specific to the student's environment which are scored using the 1-4 point rubric.
- Enhanced accessibility options which allow for the use of any augmentative devices that mimic a keyboard (i.e., Dynovox; Big Mac).
- Redesigned online appearance.
- Increased monitoring by the ADE to increase validity and reliability.

Required Test Materials

In order to properly and effectively administer the AIMS A, each Special Education Director must ensure that each Test Administrator is equipped with all necessary materials for the AIMS A.

Each district will need the following to complete AIMS A:

- Common Logon Passwords with access to Alternate Assessment application
- Computers for student multiple choice questions

ADE provided AIMS A Test Materials:

- Downloaded Data Sheets
- Downloaded materials
- Training PowerPoint
- AIMS A Test Security Agreement
- *AIMS A Special Education Director's Manual*
- *AIMS A Test Administration Directions Manual*

Test Administration Security Procedures

It is unethical and shall be viewed as a violation of test security for any person to:

- disclose or allow to be disclosed the content of any portion of the test before, during, or after test administration;
- discuss any AIMS A test item before, during, or after test administration;
- use any AIMS A materials for instruction before or after test administration;
- allow students access to test questions prior to testing;
- allow students to share information during test administration;
- report students' answer choices based on previous experience outside the testing window;
- photocopy, transcribe, or in any way duplicate any part of AIMS A test items for anything other than test administration;
- fail to store all test materials in a secure area before, during, and after test administration, including all student data sheets; and
- participate in, direct, aid, counsel, assist in, encourage, or fail to report any violations of these test administration security procedures.

Test Administrators may **not** influence student decision in answering questions. They may only aid access to the test through accommodations and adaptations. No test item may ever be discussed before, during, or after test administration.

AIMS A Test Security Agreement

The Special Education Director is responsible for having every AIMS A Test Administrator, personal aide assigned to a student taking AIMS A, and classroom aide assigned to a room administering AIMS A sign the AIMS A Test Security Agreement. The Director will keep the Test Security Agreements on file for a period of six years.

The form can be found on page 8 and on the Arizona Department of Education Web site at <http://www.ade.state.az.us/ess/SpecialProjects/aims-a/>.

Arizona's Instrument to Measure Standards AIMS A Test Security Agreement 2009

I acknowledge that AIMS A is a secure test, and I agree to the following conditions of use to ensure the security of the test:

1. I will take necessary precautions to safeguard test materials.
 - a. Limit access to persons with a responsible, professional interest in the test's security.
 - b. Names of all persons having access to the materials will be kept on file by the special education director.
 - c. All persons having access to the AIMS A test materials (other than students to whom the test is administered) will sign the test security agreement.
 - i. Building administrators will maintain signed agreements of building staff.
 - ii. Special Education Directors will maintain signed agreements of building administrators.
2. I will keep all test materials secure, limiting access to Test Administrators.
 - a. Test materials will be kept secure until they are actually distributed to students.
 - b. In no case will students be permitted to remove test materials from the room where testing takes place except under supervision of staff.
3. I will not examine the AIMS A to determine the content beyond the requirements to administer the test.
 - a. No content of the test will be disclosed or allowed to be disclosed.
 - b. No test item will be discussed at any time.
4. After completing the test administration, I will store all testing materials, including student data sheets, in a secure area.
5. I will not use any test materials for instruction before or after test administration.
6. I understand the district superintendent or charter operator will develop, distribute, and enforce disciplinary procedures for the violation of test security by district or agency staff.

Individuals that will be administering the AIMS A for 2009 must also:

- participate in training activities prior to administering the AIMS A;
- review *AIMS A Test Administration Directions* for 2009 prior to test date;
- follow *AIMS A Test Administration Directions*; and
- secure all AIMS A test materials upon completion of testing, including all student data sheets.

By signing my name to this document, I am assuring my district/charter and the Arizona Department of Education that I will abide by the above conditions and that anyone I supervise who will have access to the 2009 AIMS A test will also sign a Test Security Agreement.

Signed By: _____
Printed Name: _____
Title: _____
School: _____

Please return signed copy to your Special Education Director.
All copies will be maintained by administrators for six years.

AIMS A Contact Information

For general questions, or comments:

AlternateAssessment@azed.gov

Item Development Coordinator

Leila Williams, Ph.D.

(602) 364-2811

Leila.Williams@azed.gov

Data Analysis Coordinator

Danielle Gordon

(602) 364-2812

Danielle.Gordon@azed.gov

Administrative Assistant III

Jennifer Fogus

(602) 364-8239

Jennifer.Fogus@azed.gov

The contents of this publication were developed with funds allocated by the U.S. Department of Education under the Individuals with Disabilities Education Act 2004, Part B. These contents do not necessarily represent the guideline of the agency, nor should endorsement by the federal government be assumed.

The Arizona Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, religion, sexual orientation or age in its programs, activities, or in its hiring and employment practices.

The following division has been designated to handle inquiries regarding the nondiscrimination policies: Administrative Services, 1535 W. Jefferson, Phoenix, AZ 85007, Phone: (602) 542-3186, Fax: (602)542-3073.

Printed in Phoenix, AZ by the Arizona Department of Education. Copies: 550, Total Cost: \$560.54, Unit Cost: \$1.01, Date: 10/08.